

**THANKS TO THESE
STATES FOR 2002-03
LEADERSHIP**

Florida
 Illinois
 Iowa
 Kansas
 Louisiana
 Michigan
 Missouri
 Nebraska
 New Hampshire
 New Jersey
 New Mexico
 North Carolina
 Oklahoma
 Pennsylvania
 Tennessee
 Texas
 Utah
 Virginia
 Wyoming

INSIDE THIS ISSUE**FOCUS ON**

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KEEPING THE ENTREPRENEURIAL SPIRIT ALIVE

Hats off to the leaders of Career and Technical Education for their contribution to 20 years of entrepreneurship education in America. It seems to be a "well-kept secret" that state directors of vocational education (now called Career & Technical Education) have provided the continuing support for advocacy of entrepreneurship education in America since 1982. Without these leadership states there would be no Consortium for Entrepreneurship Education and the resulting resources for encouraging lifelong learning for future entrepreneurs.

Together with additional associate members from local schools, non-profit corporations, and other organizations that believe in the value of entrepreneurship education, we have featured the message: **"Entrepreneurs are the source of our economic well-being, and the entrepreneurs of tomorrow are in our schools today."**

New Mexico, for example, has been a long time member of the Consortium and has featured summer teacher workshops and developed a Resource Guide to help teachers develop programs. Last year they sponsored the successful Southwest Regional Entrepreneurship Conference called "Teen Tycoons -- Owning Your Own Business" that provided entrepreneurship ideas and training to over 200 students and their teachers.

In 2003 they expect over 500 participants from as far away as Texas and Mexico. A number of NM programs are using the concept of school-based businesses to run real businesses needed in very small communities and fund their school programs as well. One program at the Career Enrichment Center teaches students about entrepreneurship, marketing skills and other skills for a career in a bank or credit union. Pictured is Julie Thai, a junior from CEC who won 3rd place in Entrepreneurship at the International DECA Conference with her mentor from Sandia Laboratories Federal Credit Union.

Many of the local New Mexico programs are featured in the Consortium's Online Database, ENTREPRENEURSHIP EVERYWHERE, at www.entre-ed.org

Continued on page 2

**ENTREPRENEURSHIP WINNERS ALL...**

The Institute for Entrepreneurship held their Sixth Annual Young Entrepreneur and Business Competition in Milwaukee, WI, March 26 - 28, 2003.

One of the most exciting events at The Young Entrepreneur Conference for both participants and observers is the business competition. This activity provides fifty different businesses the opportunity to display and

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Consortium for
Entrepreneurship
Education

is committed to
entrepreneurial
excellence.

Membership is open
to all who see
entrepreneurship
education
as a priority.

Benefits to
members include...

- networking with
leaders
nationwide
- conducting
professional
development forums
and workshops
- developing and
sharing new materials
- identifying young
entrepreneurs as
role models, and
- providing centralized
information access to
educators

For more information
about the Consortium
please contact . . .

The Consortium for Entrepreneurship Education

1601 West Fifth Avenue,
#199
Columbus, OH 43212
614-486-6538
Fax 419-791-8922
Cashmore@entre-ed.org
www.entre-ed.org

Managing Editor...
* **Cathy Ashmore**

Contributing Writers...

- * Ray Daffner, ARC
- * Monika Friedel,
the Institute for
Entrepreneurship
- * Marjorie Gillespie, NM
Tech Prep Coordinator

Keeping the Entrepreneurial Spirit Alive (Continued from page 1)

During the past 20 years the Consortium has taken leadership in the "three major steps needed to move the field of entrepreneurial training and education. In a study funded by the Ford Foundation and the Lilly Foundation, the Center for Economic Development said that establishing the field of entrepreneurship would require "formation of a coalition of practitioners, development of widely recognized standards, and creation of a centralized clearinghouse for the industry." The Consortium is filling that role.

Associate members include Acenet, Athens, Oh; ARC (The Appalachian Regional Commission) DC; Ashland Community College, KY; Bishop State Community College, AL; Broward County Schools, FL; Buchholz High School, Gainesville, FL; BPA (Business Professionals of America), Columbus, OH; the Coleman Foundation, Chicago, IL; Columbus State Community College, OH; DECA, Inc, Reston, VA; Detroit Public Schools, MI; EDTEC, Inc., Camden, NJ; Financial Literacy Institute, DE; Haywood Community College, NC; the Illinois Institute for Entrepreneurship Education, Chicago, IL; the Institute for Entrepreneurship, Milwaukee, WI; the Kauffman Foundation, Kansas City, MO; the Kentucky Science & Technology Corporation, Lexington, KY; Largo High School, Upper Marlboro, MD; Making Cents, Inc., DC; MarkED Resource Center, Columbus, OH; Media Spark, Inc, Nova Scotia, Canada; Michael King Smith Kid's Fund, McMinnville, OR; Micro Society, Philadelphia, PA; NBA (National Business Association), TX; National Education Center for Women in Business, PA; NFTE (National Foundation for Teaching Entrepreneurship), NY; Northern Kane County Vocational System, Elgin, IL; Purdue University, Calumet, Hammond, IN; Ohio Council on Economic Education, Columbus, OH; REAL Enterprises, Durham, NC; RI MicroEnterprise Association, Providence, RI; Salt Lake Community College, Sandy, UT; SBDC Office of Entrepreneurial Education, NY; YoungBiz/KidsWay, Atlanta, GA; and the Youth Entrepreneurs of Kansas, Wichita, KS. **Note what a diverse group of supporters we have, all levels of education and all parts of the US.**

For example, **the Appalachian Regional Commission** is a member that advocates entrepreneurship education as a longterm investment in the development of the economy of Appalachia. For the second year ARC has awarded their "Entrepreneurship Springboard Awards" to teachers in their 13 states. The following programs received \$2,000 to assist in the growth of entrepreneurship education:



Alabama...(left) Hale County Technology Center took home an award for their school-based enterprise named NuGeneration Technologies.



Ohio...(above) the Ripley-Union-Lewis-Huntington Jr/ Sr. High School receives an award for their Agricultural Entrepreneurial Activities

Kentucky...(right) Monroe County High School received an award from Ann Pope, ARC's new Federal Co-Chair



Continued on page 3.

ARC's 2003 Springboard Winners (continued from page 2)

Pennsylvania's East Stroudsburch High School wins award for their Junior Achievement TTBiz program



Virginia's Carroll and Grayson Counties won their award for a comprehensive entrepreneurial education program as part of the Economic Development Initiative, featuring EntrePrep and Mini-Society from the Kauffman Foundation.



West Virginia (above) The United Technical Center accepts an award for their ProStart is Pro-Business, a venture in restaurant entrepreneurship.

Winners All...(continued from page 1)

explain their business ventures to peers, teachers, and a panel of judges in a creative manner.

Over 300 students participated in the Young Entrepreneurs Conference where prizes included over \$10,000 in scholarships, \$5,000 in prizes including laptops for the winners. First place in the high school individual awards went to Ebony Sims of Chicago for her clowning service entitled "Giggles and Grunt". First place in the elementary/middle school individual event went to Jarad Badger of Nashville, TN, for his children's books publishing company. First place in the High School Community-based event went to Saints Central of St. Croix Falls, WI for their school store. First place in the Elementary/Middle School Community-Based Event went to Bulldog Catering Service, a spinoff of the 8th grade class at Templeton Middle School in Sussex, WI.

Congratulations to DECA National Conference Winners for 2003

Entrepreneurship Participating Event:

Organizing a Franchising Business

- 1st Daniel Hoyt, Bellevue West High School, Nebraska
- 2nd Ankita Puri, Clements High School, Texas
- 3rd Jason Schultz, Defiance High School, Ohio

Entrepreneurship Participating Event:

Organizing an Independent Business

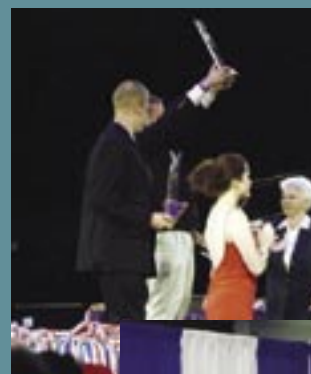
- 1st Andy Wilson, Cascade High School, Washington
- 2nd James Cloud, South River High School, Maryland
- 3rd Julie Thai, Career Enrichment Center, New Mexico

Entrepreneurship Written Event

- 1st Michael Wilson, Shawnee Mission South High School, Kansas
- 2nd Matthew Moore and Kevin Rauseo, Walt Whitman High School, New York
- 3rd Alice Mackintosh, Kent Roosevelt High School, Ohio

Kauffman Scholars: Winning DECA Advisors

James Cooke, Vanessa Dry, Veda Cook, Rochelle Rosas, Jennifer Singer, Howard Sanders, and Kauffman representative, Carol Majors.



BONUS ACTIVITY

RISKS & REWARDS OF ENTREPRENEURSHIP

(See the Entrepreneurship Consortium Web Page for details on obtaining the entire curriculum from which this activity was adapted . . . www.entre-ed.org)

EntrepreNews & Views

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What Are Your Interests? An interest is a subject that you like to read about, hear about, or find exciting. Often, a person will develop an interest into a hobby. He or she will spend his or her spare time doing an activity that is enjoyable and relaxing. Generally, interests fit a person's personality, knowledge/skills, lifestyle, and values. You may be very interested in some things or have little or no interest in other things.

Interests can be general but included within broad categories such as cooking, farming, construction, athletics, reading, or cars. Or, interests can be specific, with examples such as the following: dessert making, dairy farming, furniture refinishing, jogging, reading spy thrillers, or collecting old car parts. Interests or hobbies often develop because of a person's aptitude for such activities. An individual with a strong artistic aptitude may greatly enjoy cake decorating.

Because of a natural talent, this person may become interested in knowing as much as possible about the activity. He or she may make a lot of cakes for many occasions while developing the interest into a hobby. Often, a hobby can become a full-fledged business. Paul Newman is a famous actor known for his blue eyes, but he also enjoys cooking. Now, he is well known for his salad dressing, which can be found on many grocery store shelves. In addition, actress Jane Fonda, well known for many of her movie roles, is an avid exerciser. Many recognize her face on workout clothing, records, videos, and books. She turned her exercise and aerobics hobby into a well-paying business. Certainly, the number of ideas future entrepreneurs can develop is limited only by the limits of their imagination.

STUDENT ACTIVITY:

Review the list of aptitudes. Select at least three that you feel you have. List at least two reasons/activities you do that support your claim. Try to be detailed in providing an explanation for why you feel you have a certain aptitude.

APTITUDES

Example: Artistic

1.

2.

3.

REASONS or INTERESTS

* I like to draw pictures of people I know.

* I enjoy playing the piano whenever I can.

*

*

*

*

*

*

Based on your interests and aptitudes, think of as many types of businesses as possible that you might enjoy starting. This is the place to start in your search for business startup ideas.

****This bonus activity is designed to be clipped from the newsletter and used in the classroom. You may wish to start a file of Bonus Activities. You may also want to copy and share the Bonus Activity with other instructors.****



Finding Your Own Business Options

When a student asks “What Kind of Business Could I Start?” the answer will be different for each person. Start with some questions...

What Types of Aptitudes Might You Have? **Aptitudes are natural talents or inclinations for certain activities.** People have a broad range of aptitudes. For instance, Karia may have a very high aptitude for artistic activities. She draws and then paints the sets used in the school plays. These activities just seem to come naturally. At the same time, Karia has very little aptitude in numerical activities. The study of mathematics is very difficult for this student. Often, people will enjoy doing those things in which they have a strong or high aptitude much more than something that takes greater effort. Some examples of aptitudes include the following:

- **Verbal or nonverbal communications** (written or spoken words or actions that communicate ideas, emotions or events). Giving a speech in class, acting in a school play, and hugging a friend are all methods of communication.
- **Verbal comprehension** (understanding the meanings of ideas or emotions in verbal or nonverbal communication). Listening and reacting to a friend’s problem, discussing politics, and trying to sell neighbors on your abilities to mow their lawns are examples of verbal comprehension.
- **Logical** (applying reason or logic to problems). Solving a math problem or measuring the fabric available and deciding if there is enough to make a skirt are examples of logical abilities.
- **Artistic** (creativity, using artistic talents, using musical talents, using dramatic talents). Being able to draw, write poetry, arrange flowers, play a musical instrument, take photographs, sing, or design an outfit are all uses of artistic talents.
- **Mechanical** (understanding relationships between parts of machines, making things work). Fixing the motor of an automobile, putting a radio back together, unjamming a sewing machine, and even driving a car all use mechanical strengths.
- **Numerical** (working with numbers). Solving math problems, determining how many miles a car travels per gallon of gasoline, or doubling a recipe to feed eight instead of four are examples of numerical abilities.
- **Clerical** (arranging and recording number and letter combinations). Alphabetizing or putting items in a special order, filing, and typing are all clerical skills.
- **Spatial** (understanding how parts of things fit together, multidimensional). Being able to put together a jigsaw puzzle, rearranging furniture attractively in a room, and putting together a model airplane all use spatial understanding.
- **Physical** (bodily strength and coordination, manual dexterity). Lifting weights, enjoying aerobic exercise, pushing furniture, and hanging up pictures in a straight line all use physical skills.
- **Organizational** (planning, implementing, evaluating). Planning a party or conducting a meeting makes use of organizational abilities.
- **Intellectual** (original thinking, seeking knowledge, thinking ahead). Reading a mystery novel and deciding “the butler did it,” studying for an exam, and analyzing the problem in making a car repair are examples of using intellectual skills.

Entrepreneurs use their aptitudes to help them develop their business ideas into business realities. They may use mechanical aptitudes to open a radio repair shop, organizational talents to decide which customer’s radio to fix first, and artistic aptitudes to design a sign for their business. However, entrepreneurs usually select a business area in which they have an interest.



The Ohio Council on Economic Education
The Ohio State University
College of Education
1900 Kenny Rd.
Columbus, OH 43210
12707.900125.61801

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FREE RESOURCES

for TEACHERS in the Entrepreneurship Classroom
<www.entre-ed.org>



PROFESSIONAL DEVELOPMENT & Resources

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SOAK IT UP IN SEATTLE! The 21st Annual Entrepreneurship Education FORUM, November 8 - 11, 2003 at the Westin Hotel in downtown Seattle, WA. Scholarships available for teachers. For details check our web page at <www.entre-ed.org>



Sign up for preconference workshops:

- **Empower Youth Through Entrepreneurship**
NFTE - National Foundation for Teaching Entrepreneurship
Friday, November 7, 2003 6 - 9 PM Call 800-367-6433
- **Explore Entrepreneurship with Making Cents**
Saturday, November 8, 9 AM - 4 PM Call 800-448-0398
- **Maximize the Power of Your MarkED System**
Saturday, November 8, 12 - 4 PM Call 888-771-5089

PUBLICATIONS OF NOTE

The Change Makers: From Carnegie to Gates, How the Great Entrepreneurs Transformed Ideas into Industries, by Maury Klein (Times Books, 2003).

The *Change Makers* makes a big claim for the power of entrepreneurship, arguing that the key event in American history was the late 19th century business and industrial transformation led by the likes of Andrew Carnegie and John D. Rockefeller. The book offers short survey biographies of 26 leading entrepreneurs, including Warren Buffett, Henry Ford, Cornelius Vanderbilt, and others.

Hot Shot Business

Disney, in cooperation with the Kauffman Foundation, has rolled out Hot Shot Business, in which kids can open their own virtual pet spa, skateboard factory or comic strip. Once open for business they are forced to react quickly to demanding customers or big news to remain in business. "Hot Shot Business is intended to plant the seed among kids that being an entrepreneur is a real option—an option that not only provides opportunities for them, but benefits for their communities and our nation," said Carl Schramm, president and chief executive of the foundation.

See it at <http://disney.go.com/hotshot/hsb/index.html>
and other Disney educational activities at
<http://disney.go.com/educational/classroom.html>